# PARENTING STYLES AND PUPILS' ACADEMIC PERFOMANCE IN SELECTED PRIMARY SCHOOLS IN RUSIZI DISTRICT. RWANDA

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A   Thesis

Presented to the College of

Higher Degrees and Research

Kampala International University

Kampala, Uganda

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In Partial Fulfillment of the Requirements for the Degree

Master of Educational Management and Administration

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By:

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MED/42588/92/DF

May, 2012

# DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

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UWIZEYEYEZU Marie Therese

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May, 2012

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## DECLARATION B

"I/we confirm that the work reported in this thesis was carried out by the candidate under my supervision".

Dr. SOFIA SOL T. GAITE

Name and Signature of Supervisor

5th May, 2014

Date

# APPROVAL SHEET

This Thesis entitled " **PARENTING STYLES AND PUPILS' ACADEMIC PERFOMANCE IN SELECTED PRIMARY SCHOOLS IN RUSIZI DISTRICT IN RWANDA**" prepared and submitted by UWIZEYEYEZU Marie Therese in partial fulfillment of the requirements for the degree of Masters in Educational Management and Administration has been examined and approved by the panel on oral examination.

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Date of Comprehensive Examination: _____

Grade:                                        _____

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Name and Sig of Principal, CHDR

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Name and Sig of DVC, CHDR

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## DEDICATION

This thesis is dedicated to my husband, my Children, my parents, my brothers and sisters and to all who contributed to my studies.

# ACKNOWLEDGEMENTS

# ABSTRACT

This study was carried out to correlate parenting styles and pupils' academic performance in selected primary schools in Rusizi District in Rwanda. Specifically, the study wanted (1) to determine the profile of the responderts in terms of age, gender, level of education and type of stakeholder; (2) to determine the extent of parenting styles;(3) to determine the level of Pupils' academic performance; (4) to establish the significant difference in the level of pupils' academic performance between male and female pupils; (5) to establish the significant relationship between the extent of parenting styles and the level of pupils' academic performance. The data were collected from 218 respondents: 109 pupils and 109 parents respectively. The school mark sheet and the standardized questionnaire were used as data collection instruments. To analyse the data, frequencies and percentages were used to determine the profile of the respondents, the mean and standard deviation were used to determine extent of parenting styles and the level of Pupils' academic performance. One way ANOVA was used to establish the extent of parenting styles and the T-Test was used to establish the level of Pupils' academic performance. Majority of the parents were between 31-40 and 41-50 years old and the majority of them were female as compared to male parents. Most of them had ordinary level of education. Most of parents-respondents were parents only as type of school stakeholder. Most of pupils-respondents had between 13-15 years old. More than half of the pupils-respondents were male as compared to their female counterparts. The level of parenting styles was generally good with a mean of 2.55. The pupils' marks were rated good with a mean of 60.85. It was found that the extent of parenting styles was significantly correlated with the level of Pupils' academic performance. From the findings, it was revealed that parenting styles has an influence on Pupils' academic performance. Based on the findings of the study, the following conclusion was drawn: (1) There was a significant difference in the level of Pupils' academic performance between male pupils and female pupils; (2) The

extent of parenting styles and the level of Pupils' academic performance were significantly correlated. Based on the findings of the study, these are recommended: (1) the parent teacher associations should be strengthened in order to facilitate teaching and learning to occur in good conditions. (2) The Ministry of Education should address to the parents to be involved in their children learning particularly those who are in rural areas and with less educational background; (3) The further analysis of parenting styles should be done by researchers in order to achieve efficient and effective learning of children; (4) For the future researchers to investigate these areas: (a) Parenting styles and educational efficiency, (b) Environmental factors and Pupils' academic performance

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# CHAPTER ONE
# THE PROBLEM AND ITS SCOPE

## Background of the Study

There have been several studies done within and outside Rwanda on the effects of parenting style and the academic performance of students. Research has found many factors that influence how well a student does in school and the amount of confidence the students have for themselves. However, in Rwanda, like other growing economies, families are finding it more difficult to stay connected with their children's education. Carmen (2007) noted that the extended family has become significantly less extended as mobility has increased. Parents are becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school. Many families are not even led by a parent, but by a grandparent, guardian, or some other adult. Prior to this time, parents were able to monitor the school work of their children carefully and actively participated in Parents-Teachers Associations purposely to monitor the progress of their children. Report cards were valued and trusted in the home as an accurate reflection of academic achievement. Parents were able to keep in touch with the school and the life of their children in the school, and to monitor success or lack thereof. When children came home from school, homework was completed, assignments finished, and other school works were done. Querido et al (2002).

With the changes in family life and indeed in societal makeup, schools are now finding it increasingly difficult to keep parents informed of and actively engaged in the day-to-day progress of their children Deslandes & Bertrand, (2005). Teachers and administrators are discovering that the support they once received in getting students to do their homework is not there, because the parents are not home to insist that students complete their

assignments. It must be noted that while there are so many factors influencing the ability of students to progress academically, Ozmert (2005) emphasized the importance of environmental influence as a major factor in the development of students' academic performance. The family background of the student however is the most important factor that affects the student's academic performance. In view of this, Hussain (2006) noted that secondary school students in public schools often come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. They have poor academic performance. This singular factor shows how important the family is to academic achievement of students in primary schools as well as the centrality of parents to the academic performance of students. PELLERIN (2005)

Parenting styles have been a major topic of study for the later part of the twentieth century. According to Baumrind (1991), parenting styles are meant to capture normal variations in parents attempts to socialize children. Parenting styles can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development. Baumrind described how parenting styles affect measures of competence, achievement, and social development. Although, students are primarily the ones for whom curricula are designed, textbooks are written, and schools built, parents are primarily the ones held responsible for preparing students for learning – preparation physically, psychologically, behaviorally, attitudinally, emotionally, and motivationally, just to name a few. Baumrind (1991)

Over the years, numerous theories and associated constructs have been formulated and have evolved to describe and explain these two independent variables, that is, parents and students. For example, the behavioral learning theories of Thorndike, Watson, Skinner and, Hull, the cognitive learning theories of Piaget, Kolhberg, and Vygotsky, and the social

learning theories of Bandura, have been used to pose and answer questions about students and parents. Dornbusch (1996), found empirical evidence of what most parents and educators know from experience – that parents have a strong influence on primary school students. WOOLFOLF (1986).

As noted in UNESCO's summary of Education in Africa, East Africa is the least developed of the five regions in Africa, with many countries having both a low human development index and a high primary age population. Access to the first grade of primary education is high but survival to higher grades, and to post-primary education, tends to be lower. The number of higher level students is very limited, although compatible with the number of job opportunities in modern employment sectors given the relatively low levels of economic development. As in the rest of Africa, a large proportion of public resources is spent on those who study longest. At the same time, the region is very heterogeneous, with some countries having almost universal primary education and growing post-primary education but others with continuing high numbers of children out of school at primary level and very limited access to secondary, technical/vocational and higher education. Early childhood education is embryonic in a number of countries and adult literacy varies from 42% to 92%. Gender parity ranges from 79% to 100%. Other disparities, particularly enrolment related to family socio-economic level and an urban-rural divide in relation to participation in school, are high in a number of countries. Challenges include the need to improve student flows, enhance quality and make more progress in relation to system management, with, in some countries, a substantial increase in enrolment of children still out of school (UNESCO, 2006). The Jomtien Declaration in 1990, more particularly, the Dakar Framework for Action in 2000 recognized the quality of education as a prime determinant of whether Education For All is achieved. More specifically, the second of the six goals set out in the Dakar Framework commits nations to the provision of primary education for good quality.

Moreover, the sixth goal includes commitments to improve all aspects of education quality so that everyone can achieve better learning outcomes, especially in literacy, numeracy and essential life skills. Although, scholars have identified the correlation between parental influences on children academic performance in the secondary school, it must be noted that primary school students are different from the typical secondary students and therefore reacts differently to direct parent involvement in their academics. (UNESCO, 2006)

As a result of parental negative influence and type of family background, some of these parents engage their children in taking very active part in the survival needs of the family as some children are found loitering at the beach helping with agricultural tasks activities while some are found running errands for money. Since the pupils leave school to hawk around, helping with agricultural tasks and run errands for money, they stand out of the school during school hours. Among several other activities they engage in during school in activities that keep them out of school during school hours, as observed, is the desire to help in the family financially. (UNESCO, 2006)

### Statement of the Problem

Children in rural areas are considered more difficult to educate. They are like to have less parental encouragement to go to school, and more alternative demands on their time, such as helping with agricultural tasks. When they attend school, they find the curriculum less relevant to their lives, and find less support for their learning from the home environment. The combination of these factors means that those children in rural areas are the most difficult to engage in education and also have lower quality educational provision. It is hardly surprising then, that rural areas show lower participation in education, and lower attainment. The focus of this study concerns the relationship between parenting style and pupils' academic performance.

## Purpose of the Study

The purpose of the study is (1) to test the hypothesis of no significant difference in the level of pupils' academic performance between male pupils and female pupils (2) to test the hypothesis of no significant relationship between the extent of parenting styles and the level of pupils' academic performance; (3) to validate the theory of social learning theory of Bandura; (4) to generate new knowledge and (5) to bridge the gaps from the previous literature.

## Research Objectives

### General objective

The general objective of this study is to correlate between parenting styles and pupils' academic performance in selected primary schools in Rusizi District, Rwanda

### Specific objectives

The specific objectives of this study are the following:

1) To determine the profile of the respondents in terms of age, gender, level of education and type of stakeholder;

2) To determine the extent of parenting styles of respondents under study;

3) To determine the level of pupils' academic performance;

4) To establish the significant difference in the level of pupils' academic performance between male pupils and female pupils.

5) To establish the significant relationship between the extent of parenting styles and the level pupils' academic performance;

## Research Questions

This study ought to answer the following questions:

1) What is the profile of the respondents in terms of age, gender, level of education and type of stakeholder?
2) What is the extent of parenting styles of respondents?
3) What is the level of pupils' academic performance?
4) What is the difference in the level of pupils' academic performance between male and female pupils?
5) What is the relationship between the extent of parenting styles and the pupils' academic performance

## Hypotheses

The hypotheses of this study are:

1. There is no significant difference in the level of pupils' academic performance between male pupils and female pupils;
2. There is no significant relationship between the extent of parenting styles and the level of pupils' academic performance.

## Scope

### *Geographical scope*

The study was conducted in Western province of Rwanda in Rusizi district. This area is selected because Rusizi is a district located in rural area where children are the most difficult to engage in education and also have lower quality educational provision.

### *Theoretical Scope*

The theory to which this study was based on was the social learning theory of Albert Bandura (1986) which proposed that learning occurs in relation to live

model, Verbal instruction and Symbolic and an individual's behavior is influenced by the environment and characteristics of the person.

### Content Scope

The study focused on the relationship between the extent of parenting styles (independent variable) and the level of pupils' academic performance (dependent variable) in selected primary schools in Rusizi District, in Rwanda. Other variables were the profile of respondents.

### Time scope

Within the period from January-May 2012 the data on parenting styles and students performance was gathered from the selected primary schools under study.

## Significance of the Study

The findings of this study will help the **parents** to be responsive to their children and willing to listen to their questions and when children fail to meet their expectations, these parents will be more nurturing and forgiving rather than punishing. These findings will assist parents to be responsible for preparing pupils for learning – preparation physically, psychologically, behaviorally, attitudinally, emotionally, and motivationally by creating a home environment that promotes learning, reinforcing what is being taught at school, and developing the life skills and participating in Parents-Teachers Associations purposely to monitor the progress of their children

The **pupils** may also use the findings of this study to improve the learning, participation and attain highly in education.

Further, the **teachers** will use these findings to improve their teaching by inciting Parents to become close to their children and to keep a careful

watch on what needs to be done to help them succeed in school and to monitor the school work of their children carefully and actively.

Future researchers will base from the findings other researchable angles to undertake empiricaliy.

## Operational Definitions of Key Terms

For the purpose of this study, the following terms are defined as they are used in the study:

Profile of the respondents refers to the attributes of parents and students in terms of age, gender, level of education and type of stakeholder

Parenting Style refers to the overall emotional climate of the parent-child relationship- an affective context of sorts that sets the tone for the parents' interactions with the child. In this study parenting styles are classified as authoritative, authoritarian and permissive.

Pupils' academic performance refers to the pupil's overall average in Elementary science and technology, social studies, English, Kinyarwanda and mathematics, expressed as percentages.

# CHAPTER TWO
## REVIEW OF RELATED LITERATURE

### Concepts, Opinions, Ideas from Authors/ Experts

#### Parenting styles

According to C. Desforges (2003) parenting styles is a catch-all term for many different activities including at home good parenting, helping with homework, talking to teachers, attending school functions through to taking part in school governance. It takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good mode of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with school to share information, participation in school events, participation in the work of the school, and participation in the school governance. The extent and form of parent styles is strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and to a lesser degree, by family ethnicity.The extent of parent styles diminishes as the child gets older and is strongly influenced at all ages by the child characteristically taking a very active mediating role. The parent involvement is strongly positively influenced by the child's level of attainment: the higher the level of attainment the more parents get involved. Differences between parents in their level of involvement are associated with social class, poverty, health and also with parental perception of their role and their levels of confidence in fulfilling it.

Developmental psychologists have long been interested in how parents impact child development. However, finding actual cause-and-effect links between specific actions of parents and later behavior of children is very

difficult. Some children raised in dramatically different environments can later grow up to have remarkably similar personalities. Conversely, children who share a home and are raised in the same environment can grow up to have astonishingly different personalities than one another.Despite these challenges, researchers have uncovered convincing links between parenting styles and the effects these styles have on children. Baumrind (1991) has been credited for defining three specific parenting styles and their consequences for children. These are (a) authoritative, (b) authoritarian, and (c) permissive styles of parenting based on levels of warmth and control used by the parent in disciplining the child. Baumrind ( 1991)

Parents with an **authoritative parenting style** establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. Baumrind (1991) suggests that these parents monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive, they want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative.   The parent is demanding and responsive. Elaborate becomes propagative parenting. Authoritative parenting, also called 'assertive democratic' or 'balanced' parenting, is characterized by a child-centered approach that holds high expectations of maturity. Authoritative parents can understand their children's feelings and teach them how to regulate them. They often help them to find appropriate outlets to solve problems. "Authoritative parenting encourages children to be independent but still places limits and controls on their actions. Extensive verbal give-and-take is allowed, and parents are warm and nurturant toward the child." Authoritative parents are not usually as controlling, allowing the child to explore more freely, thus having them make

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their own decisions based upon their own reasoning. Authoritative parents set limits and demand maturity, but when punishing a child, the parent will explain his or her motive for their punishment. Their punishments are measured and consistent in discipline, not harsh or arbitrary. Parents will set clear standards for their children, monitor limits that they set, and also allow children to develop autonomy. They also expect mature, independent, and age-appropriate behavior of children. They are attentive to their children's needs and concerns, and will typically forgive and teach instead of punishing if a child falls short. This is supposed to result in children having a higher self esteem and independence because of the democratic give-take nature of the authoritative parenting style. This is the most recommended style of parenting by child-rearing experts. Baumrind (1966).

In **authoritarian of parenting style**, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children. According to Baumrind (1966) these parents "are obedience- and status-oriented, and expect their orders to be obeyed without explanation. The parent is demanding but not responsive.

Authoritarian parenting, also called strict parenting, is characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. "Authoritarian parenting is a restrictive, punitive style in which parents advise the child to follow their directions and to respect their work and effort." Authoritarian parents expect much of their child but generally do not explain the reasoning for the rules or boundaries. Authoritarian parents are less responsive to their children's needs, and are more likely to spank a child rather than discuss the problem. Baumrind (1966)

In **Permissive parenting style**, also called idulgent, nondirective or lenient, parents have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind, permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent. The parent is responsive but not demanding. Elaborate becomes free ranger parenting. Baumrind (1966).

Indulgent parenting is characterized as having few behavioral expectations for the child. "Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them." Parents are nurturing and accepting, and are very responsive to the child's needs and wishes. Indulgent parents do not require children to regulate themselves or behave appropriately. This may result in creating spoiled brats or "spoiled sweet" children depending on the behavior of the children. Baumrind (1966)

A **neglectful parenting style** is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children. The parent is neither demanding nor responsive. Neglectful parenting is also called uninvolved, detached, dismissive or hands-off. The parents are low in warmth and control, are generally not involved in their child's life, are disengaged, undemanding, low in responsiveness, and do not set limits. Neglectful parenting can also mean dismissing the children's emotions and opinions. Parents are emotionally unsupportive of their children, but will still

provide their basic needs. Provide basic needs meaning: food, housing, and toiletries or money for the prementioned. Baumrind (1966).

### Pupils' academic performance

According to Wikipedia, the free encyclopedia, performance is how well or badly a person does a particular activity. Performance is then how well or badly a pupil does in acquiring new knowledge. *en.wikipedia.org/wiki/*

According to WOOLFOLF (1986) many factors contribute to lower educational provision in rural areas. On the demand side, rural children may be less interested in attending school. First, the opportunity costs of attending schools are often higher in rural areas. Many rural householders are dependent on their children for help at busy times of the agricultural year such as harvest time. Schools are usually designed to follow rigid schedule both in terms of time of the day and term dates, and often expect children to be in school during busy periods in the agricultural calendar. Second, parents in rural areas often have a lower level of education, and may attach a lower value to schooling. The perceived lack of relevance of schooling may be enhanced by a rigid curriculum, often designed for a context removed from that in rural areas. Rural schools rarely adapt the curriculum to make use of local examples, or to link the curriculum to local needs. Even when teachers are teaching, the quality of their work may be lower. Rural teachers often have less access to support services than their urban counterparts, and fewer opportunities to attend in-service courses. In some cases they also have difficulty in accessing books and materials. In addition, because the parents tend, in general, to be less educated they are less likely to monitor the quality of teaching, or to take action if the teaching is of poor quality. Third, even where parents place a value on schooling, they may be less able to help their children learning. WOOLFOLF (1986).

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Parents in rural areas are less likely to be educated themselves, and so have less ability to provide support for their children. Further, homes in rural areas are often ill-equipped to meet the needs of children to study, and often lack facilities like electricity. Evaluating what students have learned throughout course can be accomplished in many ways, depending on the course objectives and how student performance will be measured. Homework, class participation papers and tests are all traditional methods for assessment that can be created and recorded within blackboard. Portfolios, projects and presentations are also ways that students can demonstrate their understanding and mastery of course material and these too can be implanted within blackboard. Textbooks and other assigned reading followed by answering summary and review questions, solving problems, creating presentations and writing papers and essays are only some of the ways that instructors can present opportunities for students to practice their skills and demonstrate their mastery of course material. By using the assignment tool, any task, project, or homework can become a gradable item in the grade book. Assignments are added to a course as a content item. Instructors may create assignments that list the name, point value and description, and files may also be attached. After an assignment is added to content area, students may access the assignment, and complete it by submitting rich text or a separate file from their local computer or their content collection. The instructor may respond to each student with comments about their individual assignment and by attaching files, if necessary. WOOLFOLF(1986).

Formal tests, quizzes, and exams are the traditional methods for assessing student achievement. Surveys are the traditional method to solicit feedback from student about the course and the instructor. Survey questions are not assigned a point value and surveys are not graded. Tests created in blackboard have many options for grading and security, ensuring that instructors have control over the way the tests are administered and

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evaluated. All tests and surveys created in blackboard automatically create a grade book item. Tests and surveys can be released at a predetermined date and time, can be password protected, and be set to prevent backtracking if needed. Tests have the additional feature of being able to present randomized sets of questions. Any question in a test may be designated as extra credit. Feedback to student after taking the test can customize, and the number of attempts that a student is allowed may be specified. WOOLFOLF (1986)

Pritchett (1999) found that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: Create a home environment that encourages learning; Express high (but not unrealistic) expectations for their children's achievement and future careers; Become involved in their children's education at school and in the community. Robenson (1995) added that the most consistent predictors of children's academic performance and social adjustment were parent expectations of their child's educational attainment and satisfaction with their child's education at school. Data for this finding were collected from the sixth year evaluation of the "Longitudinal Study of Children at Risk," an ongoing study of low-income, minority children in the Chicago public schools. Pupil's academic performance improves when parents become involved in their children's education at school and in the community. It improves when parents are enabled to play four key roles in their children's learning: As teachers, parents create a home environment that promotes learning, reinforces what is being taught at school, and develops the life skills children need to become responsible adults. As supporters, parents contribute their knowledge and skills to the school, enriching the curriculum, and providing extra services and support to students. As advocates, parents help children negotiate the system and receive fair treatment, and work to make the system

more responsive to all families. As decision-makers, parents serve on advisory councils, curriculum committees, and management teams, participating in joint problem-solving at every level. Robinson (1995)

Steinberg L. (2001). observed from her 1994 review of current literature that families whose children are doing well in school exhibit the following characteristics: (1) Establish a daily family routine: Examples: Providing time and a quiet place to study, assigning responsibility for household chores, being firm about times to get up and go to bed, having dinner together (1:9). From her analysis of data collected through a large national survey conducted by the National Center for Educational Statistics, Eagle identified "providing a place to study" as one of three family characteristics which were significantly related to student achievement. (2) Monitor out-of-school activities. Examples: Setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care. Data from The 27th (1995) Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools indicates that parents may already be involved in monitoring some of their children's important out-of-school activities. Keith, et. al., (3:487) concluded that homework and time spent watching TV during the week are intervening or mediating variables which can be under the control of parents and are, therefore, means through which parental involvement may affect learning directly. They also found that students who spend more time on homework watch less TV during the week; this additional time spent on homework, in turn, increases student achievement.

(3) Model the value of learning, self-discipline, and hard work: Examples: Communicating through questioning and conversation, demonstrating that achievement comes from working hard, using reference materials and the library. The researchers identified several significant family practices that are both embedded in the Southeastern-Asian cultural heritage

and related to high achievement: "Love of learning" was rated most often by both parents and students as the factor accounting for academic success. The families emphasized education as the key to social acceptance and economic success. Relative equality between the sexes, both among parents and children, was one of the strongest predictors of high GPAs. In households where fathers and boys helped with family chores, grades were significantly higher. (4) Express high but realistic expectations for achievement: Examples: Setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.

(5) Encourage children's development and progress in school: Examples: Maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff . Rumberger, et. al., (14:295), in a study of family influences on dropout behavior, found that parents of high school dropouts were less engaged in their children's schooling than were the parents of students who did not drop out prior to graduation. Variables studied included parent attendance at parental school activities (e.g., PTA meetings and open house programs), attendance at student school activities (e.g., athletic events and drama and music productions) helping with homework, and total number of contacts with the school. The same authors observed that, "given the results indicating the important influence of homework on grades, a more focused parent involvement aimed at encouraging students to spend more time on homework might well lead indirectly to higher grades."

(6) Encourage reading, writing, and discussions among family members: Examples: Reading, listening to children read, and talking about what is being read; discussing the day over dinner; telling stories and sharing problems; writing letters, lists, and messages (1:9). The California English-Language Arts

Framework (16:4) envisions ". . . a home environment where parents model effective listening, speaking, reading, and writing and offer appropriate help with their children's homework." Dornbusch, et. al., (17:1245 ff) tested a theory adapted from one originally formulated by Baumrind (1971) that adolescents' school performance is influenced by the parenting style of their parents. Three parenting styles were compared: authoritarian, permissive, and authoritative. Authoritarian parents provide advice and tell children that their parents are correct and should not be questioned; they discourage verbal give-and-take with their children. Permissive parents tend to be uninvolved with their child's education; they also seldom participate in give-and-take communication with their children. Authoritative parents encourage open, give-and-take communication and encourage the child's independence and individuality. Parent involvement in their children's education appears to be enhanced by the open, give-and-take communication used by authoritative parents in such activities as family reading, writing, and discussion. Steinberg (2001)

## Theoretical Perspectives

### Social learning Theory

This study is grounded in the Social Learning theory propounded by Albert Bandura in 1986. The theory states that models are important source for learning new behaviors and for achieving behavioral change in institutionalized settings. Social learning theory proposes that observational learning can occur in relation to three models :(1) Live model – in which an actual person is demonstrating the desired behavior. (2) Verbal instruction – in which an individual describes the desired behavior in detail, and instructs the participant in how to engage in the behavior.(3) Symbolic – in which modeling occurs by means of the media, including movies, television, Internet, literature, and radio. This type of modeling involves a real or fictional

character demonstrating the behavior. An important factor of Bandura's social learning theory is the emphasis on reciprocal determinism. This notion states that an individual's behavior is influenced by the environment and characteristics of the person. In other words, a person's behavior, environment, and personal qualities all reciprocally influence each other. Bandura proposed that the modeling process involves several steps: (a) Attention – in order for an individual to learn something, they must pay attention to the features of the modeled behavior. (b) Retention – humans need to be able to remember details of the behavior in order to learn and later reproduce the behavior. (c) Reproduction – in reproducing a behavior, an individual must organize his or her responses in accordance with the model behavior. This ability can improve with practice. (d) Motivation – there must be an incentive or motivation driving the individual's reproduction of the behavior. Even if all of the above factors are present, the person will not engage in the behavior without motivation. WOOLFOLF (1986)

Albert Bandura expanded on Rotter's idea, as well as earlier work by Miller & Dollard, and is related to social learning theories of Vygotsky and Lave. This theory incorporates aspects of behavioral and cognitive learning. Behavioral learning assumes that people's environment (surroundings) cause people to behave in certain ways. Cognitive learning presumes that psychological factors are important for influencing how one behaves. Social learning suggests that a combination of environmental (social) and psychological factors influence behavior. Social learning theory outlines three requirements for people to learn and model behavior including attention: retention (remembering what one observed), reproduction (ability to reproduce the behavior), and motivation (good reason) to want to adopt the behavior

The social learning theory is completed by the social Cognitive Theory which explains why the brain is the most incredible network of information

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processing and interpretation in the body as we learn things. When we say the word "learning", we usually mean "to think using the brain". The theory has been used to explain mental processes as they are influenced by both intrinsic and extrinsic factors, which eventually bring about learning in an individual. Social Cognitive Theory implies that the different processes concerning learning can be explained by analyzing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. On the other hand, ineffective cognitive processes result to learning difficulties that can be seen anytime during the lifetime of an individual. In the Social Cognitive Theory, we are considering 3 variables: behavioral factors, environmental factors (extrinsic), personal factors (intrinsic). These 3 variables in Social Cognitive Theory are said to be interrelated with each other, causing learning to occur. An individual's personal experience can converge with the behavioral determinants and the environmental factors. WOOLFOLF (1986)

In the person-environment interaction, human beliefs, ideas and cognitive competencies are modified by external factors such as a supportive parent, stressful environment or a hot climate. In the person-behavior interaction, the cognitive processes of a person affect his behavior; likewise, performance of such behavior can modify the way he thinks. Lastly, the environment-behavior interaction, external factors can alter the way you display the behavior. Also, your behavior can affect and modify your environment. This model clearly implies that for effective and positive learning to occur an individual should have positive personal characteristics, exhibit appropriate behavior and stay in a supportive environment. In addition, Social Cognitive Theory states that new experiences are to be evaluated by the learner by means of analyzing his past experiences with the same determinants. Learning, therefore, is a result of a thorough evaluation of the present experience versus the past. WOOLFOLF (1986)

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## Related Studies

### *Parenting styles and academic performance*

Steinberg and his colleagues (2001) conducted surveys, focus groups, and individual interviews with high school students and parents to better understand how parents, peers and communities influence students' commitment to school. The 10-year longitudinal study collected data from 20,000 students and 500 parents in nine ethnically diverse school and communities. These researchers found that parents' behaviors send clear and decisive messages about their thoughts and feelings on the importance of schooling. They also found that parenting style helps or hinders a child's engagement in school; that encouraging a child to do well in school or insisting that homework be completed were important forms of promoting engagement. These three tenets – communication, influence, and parenting style – are subsets of a larger domain, parental involvement. The aforementioned studies are not the only ones that speak to the issue of parenting style, but, here, serve only as a way of introducing the broader sphere. In this present study, parenting style was studied in reference to its influence on the academic performance of students in primary school. Steinberg (2001).

Researchers have conducted numerous studies that have led to a number of conclusions about the impact of parenting styles on children. According to Maccoby, (1992) Authoritative parenting styles tend to result in children who are happy, capable and successful. (Maccoby, 1992). Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. Children resulting from this type of parenting may have less social competence because the parent generally tells the child what to do instead of allowing the child to choose by him or herself. Nonetheless, researchers have

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found that in some cultures and ethnic groups, aspects of authoritarian style may be associated with more positive child outcomes than Baumrind expects. "Aspects of traditional Asian child-rearing practices are often continued by Asian American families. In some cases, these practices have been described as authoritarian." If the demands are pushed too forcefully upon the child, the child will break down, rebel, or run away. Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Children of permissive parents may tend to be more impulsive, and as adolescents, may engage more in misconduct, and in drug use. "Children never learn to control their own behavior and always expect to get their way." But in the better cases they are emotionally secure, independent and are willing to learn and accept defeat. They mature quickly and are able to live life without the help of someone else. But as previously noted, the usefulness of these data are limited, as they are only correlational and cannot rule out effects such as heredity (permissive parents and their children share hands-off personalities and are likely to be less driven as their authoritarian counterparts), child-to-parent effects (unfocused and unmanageable children might discourage their parents from trying too hard), and local shared cultural values (that may not emphasize achievement). Maccoby (1983).

Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers. Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. Many children of this parenting style often attempt to provide for themselves or halt depending on the parent to get a feeling of being independent and mature beyond their years. Parents, and thus their children, often display contradictory behavior. Children become emotionally withdrawn from social situations. This disturbed attachment also impacts relationships later on in life.

In adolescence, they may show patterns of truancy and delinquency. Maccoby (1983).

The relationships between four parenting styles and pupils' academic performance in school children were investigated in Hong Kong, the United States, and Australia. Results indicated that Australian parents were lower than both Chinese and American parents in academic authoritarianism. Compared to the two English-speaking groups, Chinese parents were higher in general authoritarianism, but lower in academic and general authoritativeness. In all three cultures, academic achievement was negatively related to academic authoritarianism, but showed no relationship with academic authoritativeness. Finally, academic achievement was positively related to general authoritarianism in Hong Kong and among children from the United States and Australia whose parents did not have any college education. Academic achievement was positively related to general authoritativeness only in the two English-speaking groups. In the United States, higher students' performance is typically associated with lower parental authoritarianism and higher parental authoritativeness (e.g., Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Steinberg, Elmen, & Mounts, 1989). However, empirical relationships obtained in one culture may be a product of its cultural milieu and may not generalize to other cultures. Knafo A and Plomin R. (2008).

*Authoritarian Parenting Style and School Performance*

In a survey of 7,836 adolescents in the San Francisco Bay area, Robinson et al. (1996) found that Asian American parents were more authoritarian than European American parents, and that for both European and Asian Americans, the authoritarian parenting style was associated with lower academic grades. The classification of parenting styles used by Robinson et al. (1996) was based on the scheme proposed by Baumrind and Black (1967). Authoritarian parents attempt to control their children with absolute standards, and expect obedience, respect for authority, and preservation of

order from children. In contrast, authoritative parents expect mature behavior from their children, set clear standards, enforce rules and standards firmly, use commands and sanctions only when necessary, encourage independence, individuality, and open communication, and recognize the rights of the children. Robinson (1996).

The findings of Robinson et al. (1996) suggest that Asian Americans should have poorer academic results than European Americans because their parents are more authoritarian. Paradoxically, Asian Americans generally show better academic results than European Americans (Sue & Okazaki, 1990). A few attempts have been made to unravel this anomaly. For instance, Steinberg, Dornbusch, and Brown (1992) have argued that for Asian Americans, parental influence on school performance is not as important as peer influence, and the negative effects of authoritarian parents are outweighed by positive peer influence. Robinson (1995).

Recently, Chao and Sue (2001) have proposed a new approach to this paradox. They argued that the current conceptualization of parental authoritarianism ignores the purpose of parental control and fails to capture the essence of the authoritarian behaviors of Asian parents. In support of this view, Chao (1994) found that Chinese mothers, who immigrated from Taiwan to the United States, emphasized the "training" of their children more than did European American mothers. These Chinese mothers believed that children should be trained intensively so that they will behave well and obtain good school results, and that mothers should try their best to train their children. Because Chinese mothers typically emphasize educational attainment and set high standards for their children (e.g., Chao, 1996; Chen & Uttal, 1988), their controlling behavior and emphasis on obedience from their children should actually push their children toward educational success. Chao (2001).

Chao's (2001) results challenge earlier findings that even for Asian Americans, parental authoritarianism was related to poor school performance (Dornbusch et al., 1987). To resolve this inconsistency, we have scrutinized the concept of parental authoritarianism and discerned two aspects in the items developed to measure parental authoritarianism in the Baumrind and Black (1967) tradition. The first aspect refers to a controlling and domineering style, which is reflected by the following three items used by Dornbusch et al. (1987): (a) parents tell the youth not to argue with adults; (b) children will know better when grown up; and (c) parents are correct and should not be questioned. This type of parental authoritarianism may be termed general authoritarianism. Chao (2001).

Children according to Sadker and Sadker (1991) spend 87 percent of their time out of school under the influence of parents. As a result the have greater influence on them and the decisions they make. The changing nature of the family affects schooling access. In the olden days teachers sent letters addressed to dear parents confident types of family into six, the nuclear, extended, the single - parent, the blended, cooperative and family without children. Apart from the later all care for children. According to Carlson (1991) the number of single parent families has increased to a total of 9.7 million in America, almost all headed by women. This is likely to be more in Africa . O'Neil (1991) also added that more than half of children born today will spend at least part of their childhood years in a one parent home. Davis (1991) also noted that significant adults in many children's lives are not their parents at all, but grandparents, aunts, uncles, brothers, sisters, or neighbors. According to sacker and sadker one out of every six American families is a stepfamily and about one in three children lives in a step family. He added that these families are created when divorced parents remarry. Step families consist of biological relationships with stepparents, stepsiblings, multiple set of grandparents and what often becomes a confusing array of relatives from old and new marriages; this has made communication and collaboration more

difficult than ever and is a likely cause of school drop out. Anderson, Iogio & Taylor (2005) speaking on post divorce and single parent stated that, one of the major tasks facing parents in divorce is that of determine children living arrangements, as family members separate into two households. Most decisions occur with little discussion between the parents. This put children at risk of dropping out of school. These authors further concluded that, divorcing parents find it difficult to take the time and explain trouble required to negotiate with children over task assignments and joint plans. Under these conditions of diminishing parenting, children tend to become bored, moody and restless and feel misunderstood; these reactions lead to increase in behaviors that irritate their parent and mutually cohesive cycles ensure. Amato & Booth (1996), however, noted that, majority of children seem to cope with and adapt well to the change in their parents marital status even though they may well have to cope with multiple adverse circumstances. According to Herbert (1996), the family deficit theory views the nuclear or two parent families as the ideal family structure and their parenting as not bad for children. The theory sees the absence of the other parent as a deficit to the family since his services would be missed, thus, presents a lot of challenges to the children and the other parent. Anderson et al (2005) has stated that, research attention on step-parenting has increased dramatically in the past as divorce and remarriage rate have escalated and remain high. He further explained that, remarriage of a divorced parent and creations of a step family entail numerous disruptions and tradition. These may include children dropping out from school. Sadker (1991)

Rice (2002) also noted that, complex histories and multiple relationships make adjustment difficult in a step family. Conger & Chao (1996) also added that, children in divorced families are more likely than children in non-divorced families to have academic problems to show externalized problems (such as acting out and delinquency) and internalized problems (such as anxiety, and depression) to be less socially responsible, to have less

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competent intimate relationships, to drop out of school, to become sexually active at an early age, to take drugs, to associate with anti-social peers and to have low self - esteem. But it must be remembered that, majority of children in divorced families do not have significant adjustment problems. Children in step-families show more adjustments problems than children in non-divorced families (Hetherington, Bridges & Isabella, 1998) the adjustment problems are similar to these in divorced children academic problems and low self-esteem. Sweeney (2003) noted that, children's depressive symptoms increased in the first years after a step family was formed but the longer they were in the step family, the fewer depressive symptoms they had. Walton (2005) finds the family unit to be a system in which no element can act independently. Hence, the action of one individual demands the reaction of the other in the unit. Therefore, the absence of one element affects the functioning of the other elements. Single parenting implies that, the family does not function  properly because of the other parent. Desforges (2003)

# CHAPTER THREE
# METHODOLOGY

## Research Design

The study, employed the ex post facto, descriptive comparative, and descriptive correlation design. Ex post facto was used to get the marks of the pupils which were in the file of the Head Teachers. Descriptive comparative was used to determine the significant difference in level of pupils' academic performance between male pupils and female pupils. Descriptive correlation was used to determine the significant relationship between parenting styles and pupils' academic performance.

## Research Population

The study was conducted in Rwanda, Western province, Rusizi District. The total number of population is 300. That population is distributed in this way: 150 students and 150 parents.

## *Sample Size*

The sample size is 218 as determined by slovin's formula, because the population size is known. That formula is given and explained as

$$n = \frac{N}{1 + N\alpha^2}$$

Where:

$\alpha =$ level of significance or reliability level (equals to 0.05)

N=population size;

n=simple size;

By using this formula, the sample size drawn from the population size of 300, is 218 for both parents and pupils.

*Sampling Procedure*

There were 113 primary schools in the district at the time of study; schools were selected using a simple random sampling where by a lottery method was used. The sample of 11 schools was selected from with the help of the school Head teachers. The sample size was selected utilizing purposive sampling technique using the following inclusion criteria to qualify them in this study: For the pupils-respondents (1) studying in primary six (P6); (2) from the selected schools under study. From the qualified respondents the actual pupils-respondents were chosen in unbiased manner through a systematic random sampling. For the parents-respondents the criterion was to be a parent or a guardian of a pupil-respondent.

## Research Instrument

The study made used three Questionnaires. (1) a face sheet to determine the profile of the respondents; (2) a standardized questionnaire to determine the extent of parenting styles and (3) a mark sheet to determine the level of academic performance of the pupils. To determine the extent of parenting styles, the respondent rated each item as strongly agree (SA), agree (A), Disagree (DA), and strongly disagree (SDA) and to establish the pupils' academic performance, the marks of students were marked very good, good, fair and poor.

*Validity and Reliability of the Instrument*

The standardized instrument was used and Cronbach Alpha was done to compute for the reliability of the standardized questionnaires on the extent of parenting styles. For the parents it was 0.82; while the mark sheet was rectified based on flaws noted during the study.

### Table 1: Reliability Test for students' performance

| Cronbach's Alpha | Number of items |
|---|---|
| 0.82 | 30 |

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## Data Gathering Procedures

The following data collection procedures were implemented: before the administration of the questionnaires, the researcher (1) secured an introduction letter from the College of Higher Degrees and Research which was addressed to the authorities of the District and the selected schools under the study for permission to collect data; (2) tested the reliability of the standardized instruments; (3) requested and invited research assistants to be oriented and briefed about the study, the data gathering and sampling procedures; (4) prepared the final questionnaires after the reliability test to reveal whether the questionnaire were acceptable; (5) coded the questionnaire to ensure anonymity of the respondents.

During the administration of the questionnaires (1) the researcher and the assistants requested the respondents to sign the informed consent and fill out the questionnaires without leaving any part of it unanswered, to avoid personal biases to influence their responses and to return the questionnaires within one week from the day of distribution; (2) the retrieved questionnaires were checked if they were completely filled out.

After the administration of questionnaires, the data collected were organized and encoded into the computer using the statistical package for social sciences. The proposed tables were filled out, analyzed and interpreted in chapter 4 of this thesis.

## Data Analysis

To determine the profile of the respondents, the frequency and percentage distribution were used. The extent of parenting styles was reflected in table 3 and interpreted based on the overall average. The following numerical values and interpretation were used:

| Mean range | Response | Interpretation |
|---|---|---|
| 3.26-4.00 | strongly agree | Very Good |
| 2.51-3.25 | agree | Good |
| 1.76-2.50 | disagree | Fair |
| 1.00-1.75 | strongly disagree | Poor |

The level of students' performance was reflected in table 4 and the following interpretation were used based on the percentage computed.

| Mean range | Interpretation |
|---|---|
| 80-100% | Very Good |
| 60-79% | Good |
| 40-59% | Fair |
| 1-39% | Poor |

To analyse the data, frequencies and percentages were used to determine the profile of the respondents, the mean and standard deviation were used to determine extent of parenting styles and Pupils' academic performance. The T-Test was used to establish the significant difference in the level of pupils' academic performance between male pupils and female pupils; one way ANOVA was used to establish the significant relationship between the extent of parenting styles and pupils' academic performance.

## Ethical Considerations

To ensure that ethics is practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following was done: The study primarily engaged all respondents viewed relevant to the theme under study. (1) coding of all questionnaire; (2) the respondents have been requested to sign the informed consent; (3) authors mentioned in this study have been acknowledged within the text; (4) findings have been presented in a generalized manner.

## Limitations of the Study

The anticipated threats to validity in this study might be as follows:

1. Intervening or confounding variables which were beyond the researchers control such as honesty  of the respondents and personal bias. To minimize such conditions, the researcher requested the respondents to be as honest as possible and to be impartial /unbiased when answering the questionnaires

2. The research environments are classified as uncontrolled settings where extraneous variables may influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the researcher's control, efforts were made to request the respondents to be as objective as possible in answering the questionnaires.

3. Testing: The use of research assistants may render  inconsistencies  Such as differences in conditions and time when the data is to be obtained from respondents. This was minimized by orienting and briefing the research assistants on the data gathering procedure

4. Attrition: A representative sample may not be reached as computed due to circumstances within the  respondents  and beyond the control of the researcher. Exceeding beyond the minimum sample size was done by the researcher to   avoid this situation.

# CHAPTER FOUR

# PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

## Table 2: Profile of the Respondents

| Category | Frequency | Percentage |
|---|---|---|
| **A.   Parents(n=109)** | | |
| **Age** | | |
| 20-30 | 11 | 10 |
| 31-40 | 50 | 46 |
| 41-50 | 33 | 30 |
| 51 and above | 15 | 14 |
| **Total** | **109** | **100** |
| **Gender** | | |
| Male | 50 | 46 |
| Female | 59 | 54 |
| **Total** | **109** | **100** |
| **Level of education** | | |
| O' Level and below | 103 | 94 |
| A2 Level | 5 | 5 |
| A0 Level | 1 | 1 |
| **Total** | **109** | **100** |
| **Type of the stakeholder** | | |
| Parent-Teacher | 3 | 3 |
| Parent-Head teacher | 3 | 3 |
| Parent only | 103 | 94 |
| **Total** | **109** | **100** |
| **B. pupils (n=109)** | | |
| **Age** | | |
| 10-12 | 11 | 10 |
| 13-15 | 84 | 77 |
| 16-18 | 13 | 12 |
| 19 and above | 1 | 1 |
| **Total** | **109** | **100** |
| **Gender** | | |
| Male | 57 | 52 |
| Female | 52 | 48 |

Source: Primary data

## A. Parents

Table 2 reveals that the majority of the parents' respondents was between 31-40 (46%) and 41-50 (30%) years old. This indicates that the parents belongs to the stage of adulthood.

The majority of parents were female (54%) as compared to (46%) male parents. This due to the Rwanda genocide of the year 1994 in which many men have died and many women are responsible of their families, pursuing the children education and other responsibilities.

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Most parents' respondents had the level of education of ordinary level and below (94%); so they are not able to help their children in all school activities such as to review the lectures, to help in home works, etc.

More than ¾ of respondents were parents only as type of school stakeholder (95%). In Rwanda, on one hand most teachers are young because many adult and old educated people have left this job for many raisons: Genocide consequences such as refugees, prison etc. moreover many people have left this career because of lack of motivation. On the other hand, less educated and non educated people are interested in education of their children as type of investment. They are doing so because they have already understood that economy is not only based on land, but also on intellectual skills. Moreover, there is motivation based on free 12 year basic education, where, even poor children can study easily.

## B. Pupils

More than half of pupils-respondents had between 13-15 (77%). Normally, in Rwanda, a pupil must finish the primary level of education (p 6) at the age of 12 years. Most of respondents have more than the normal age, because they are found in rural areas and parents in rural areas often have a lower level of education, and may attach a lower value to schooling. The perceived lack of relevance of schooling may be enhanced by a rigid curriculum, often designed for a context removed from that in rural areas. Rural schools rarely adapt the curriculum to make use of local examples, or to link the curriculum to local needs. Even when teachers are teaching, the quality of their work may be lower. Rural teachers often have less access to support services than their urban counterparts, and fewer opportunities to attend in-service courses. In some cases they also have difficulty in accessing books and materials. In addition, because the parents tend, in general, to be less educated they are less likely to monitor the quality of teaching, or to take action if the teaching is of poor quality.

Moreover, even where parents place a value on schooling, they may be less able to help their children learning. Parents in rural areas are less likely to be educated themselves, and so have less ability to provide support for their children. Further, homes in rural areas are often ill-equipped to meet the needs of children to study, and often lack facilities like electricity. children are like to have more alternative demands on their time, such as helping with agricultural tasks. When they attend school, they may find the curriculum less relevant to their lives, and find less support for their learning from the home environment. So the students result in repeating classes.

More than half of the pupils-respondents were male (52%) as compared to 48% of their counterparts. In Africa in general, and in Rwanda in particular there is gender disparity observable in schools especially in upper grades. In grade 1 (p1) up to grade 4 (p4) pupils, male and female, attend the schools almost equally. But from grad 4 (p4) and above female diminish progressively even some measures of encouraging females to attend and remain in schools have been undertaken.

## Table 3: Extent of parenting styles (Item Analysis)
### n=109

| Items | Mean | S.D | Interpretation | Rank |
|---|---|---|---|---|
| **Authoritative parenting style** | | | | |
| I explain my child how I feel about his/her feelings and problems | 3.80 | 0.83 | Very Good | 1 |
| I am responsible to my child's feeling and needs | 3.67 | 0.13 | Very Good | 2 |
| I treat my child as an equal member of the family | 3.41 | 0.97 | Very Good | 3 |
| I respect my child's opinions and encourage him/her to express them | 3.40 | 0.94 | Very Good | 4 |
| I take my child's needs into consideration before I ask him/her good/bad behavior | 3.33 | 0.93 | Very Good | 5 |
| I encourage my child to talk about his/her feeling and problems | 3.27 | 0.85 | Very Good | 6 |
| I consider my child's preferences when I make plans for the family | 3.26 | 0.90 | Very Good | 7 |
| I provide comfort and understanding when my child is upset | 2.67 | 0.18 | Good | 8 |
| I encourage my child to freely speak his/her mind even if he/she disagrees with me | 2.57 | 0.11 | Good | 9 |
| I explain the reasons behind my expectations | 2.51 | 0.15 | Good | 10 |
| I compliment my child | 2.17 | 0.40 | Fair | 11 |
| I provide my child with reasons for the expectations I have for him/her | 2.15 | 0.98 | Fair | 12 |
| **Mean Average** | **3.01** | **0.61** | **Good** | |
| **Authoritarian parenting style** | | | | |
| I find myself struggling to change how my child thinks or feel about things | 2.80 | 0.93 | Good | 1 |
| I punish my child withholding emotional expressions | 2.69 | 0.97 | Good | 2 |
| I remind my child that I am his/her parent | 2.68 | 0.82 | Good | 3 |
| I remind my child of all things I am doing, I have done for him/her | 2.63 | 0.68 | Good | 4 |
| I punish my child taking privileges from him/her | 2.62 | 0.80 | Good | 5 |
| I spank my child when I do not like what he/she does or says | 2.60 | 0.99 | Good | 6 |
| I feel the need to point out my child's past behavioral problems to make sure he/she will not do them again | 2.55 | 0.77 | Good | 7 |
| I explode in anger towards my child | 2.54 | 0.93 | Good | 8 |
| I yell when I disapprove of my child' behavior | 2.39 | 0.22 | Fair | 9 |
| When my child asks me why he/she has to do something I tell him/her because I said so, I am your parent, or because that it is what I want | 2.34 | 0.28 | Fair | 10 |
| I use criticism to make my child improve his/her behavior | 2.31 | 0.15 | Fair | 11 |
| I use treats as form of punishment with little or no justification | 2.29 | 0.15 | Fair | 12 |
| I openly criticize my child when his/her behavior do not meet my expectations | 2.20 | 0.12 | Fair | 13 |
| I have warm and intimate times together with my child | 2.02 | 0.20 | Fair | 14 |
| **Mean Average** | **2.47** | **0.57** | **Fair** | |
| **Permissive parenting style** | | | | |
| I ignore my child' bad behavior | 2.27 | 0.70 | Fair | 1 |
| I give into my child when he/she causes a commotion about something | 2.20 | 0.10 | Fair | 2 |
| I find it difficult to discipline my child | 2.16 | 0.25 | Fair | 3 |
| I spoil my child | 1.72 | 0.98 | Poor | 4 |
| **Mean Average** | **2.08** | **0.50** | **Fair** | |
| **Grand Mean** | **2.55** | **0.56** | **Good** | |

| Mean range | Response | Interpretation |
|---|---|---|
| 3.26-4.00 | strongly agree | Very Good |
| 2.51-3.25 | agree | Good |
| 1.76-2.50 | disagree | Fair |
| 1.00-1.75 | strongly disagree | Poor |

The table 3 presents the various interpretation of parenting styles namely authoritative parenting, authoritarian parenting and permissive parenting. In view of table 3 authoritative parenting style was ranked Good with a mean of 3.01. Items rated Very Good were: explaining to the child how the parent feels about his/her feelings and problems with 3.80, to be responsible to the children' feeling needs, treating children as an equal member of the family, respect the child's opinions and encourage him/her to express them, taking the child's needs into consideration before asking him/her good/bad behavior, encouraging the child to talk about his/her feeling and problems, considering the child's preferences when making plans for the family with 3.67, 3.41, 3.40,3.33.3.27 and 3.26 respectively. Rated Good were items: Providing comfort and understanding when the child is upset, encouraging the child to freely speak his/her mind even if he/she disagrees with the parent and explaining the reasons behind the parent expectations with 2.67, 2.57, 2.51 and 2.17 respectively. Ranked Fair were items to compliment the child and providing the child with reasons for the expectations the parent has for his/her child with 2.17 and 2.15. Relatively this can be explained by the fact that most parents are attaching an important value to their children education. Parents are now becoming caring, supportive, and concerned about their children. These parents set limits and demand maturity, but when punishing a child, the parent will explain his or her motive for their punishment. They also expect mature, independent, and age-appropriate behavior of children. They are attentive to their children's needs and concerns, and will typically forgive and teach instead of punishing if a child falls short.

The authoritarian parenting style was ranked Fair with a mean of 2.47. Rated Good were items on being striggling to try to change how the child thinks or feels about things, punishing the child by withholding emotional expressions, reminding the child that the parent is his/her parent, remind the child that all things the parent does, he does them done for the child, punishing the child taking privileges from him/her, spanking the child when the parent do not like what he/she does or says, , pointing out the child's past

behavioral problems to make sure he/she will not do them again, exploding in anger towards the child, and ignoring the child' bad behavior with 2.80, 2.69, 2.68, 2.63, 2.62, 2.60, 2.55 and 2.54 respectively . Items on yelling when the parent disapproves of the child's behavior, When the children ask why they have to do something the parent tells them that it is because he/she said so, he/she is their parent, or because that it is what he/she want , using criticism to make children improve his/her behavior, using treats as form of punishment with little or no justification, explaining the reasons behind the parent expectations, To openly criticize the child when his/her behavior do not meet the parent expectations, to have warm and intimidate times together with the child were ranked Fair with the mean of 2.39, 2.34, 2.31, 2.29, 2.20, and 2.02 respectively. This means that some parents have high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. These parents advise the child to follow their directions and to respect their work and effort. These parents expect much of their child but generally do not explain the reasoning for the rules or boundaries. They are less responsive to their children's needs, and are more likely to spank a child rather than discuss the problem.

Permissive parenting style was rated Fair with 2.08. Items on ignoring the child's bad behavior, giving into the child when he/she causes a commotion about something, and disciplining the child were rated fair with means of 2.27, 2.20 and 2.16 respectively; spoiling the child was rated Poor with the mean of 1.72. This means that parents monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive, they want their children to be assertive as well as socially responsible. Parents can understand their children's feelings and teach them how to regulate them. They often help them to find appropriate outlets to solve problems. Parents are Good in warmth and control, are generally involved in their child's life, are

engaged, good in responsiveness, and set limits. Parents are emotionally supportive of their children.

The overall mean of the parenting styles as perceived by the parents was good (2.55). This is true because parents are interested in different activities for improving their children' life.

### Table 4: Level of pupils' academic Performance
n=109

| Pupils' marks | Number of pupils | | | Mean | Standard deviation |
|---|---|---|---|---|---|
| | Male | Female | Total | | |
| Very Good | 9 | 4 | 13 | 81.88 | 21.97 |
| Good | 34 | 22 | 56 | 69.36 | 9.86 |
| Fair | 9 | 14 | 23 | 48.41 | -12.32 |
| Poor | 6 | 11 | 17 | 33.67 | -28.53 |
| TOTAL | 58 | 51 | 109 | 60.85 | 16.45 |

| Marks | Interpretation |
|---|---|
| 80-100 | very Good |
| 60-79 | Good |
| 40-59 | Fair |
| 0-39 | Poor |

The table 4 presents interpretation of pupils' academic performance namely very Good, satisfactory, fair, and poor. In this case the Items are the pupils' marks which were rated Good with a mean of 60.85. This mean represents the overall marks of the students. The very Good marks were obtained by 13 pupils (11.94%) with a mean of 81.88, the good marks by 56 (51.38%) with a mean of 69.36, the fair marks by 23 pupils (21.12) with a

mean of 48.41, and the poor marks by 17 students (15.57%) with a mean of 33.67. The pupils' marks reveal that pupils perform Good in school activities.

**Table 5: Significant Difference in the Level of pupils' academic Performance Between Male Students and Female Students**

|  | Gender | Mean | t-value | Sig. | Interpreta tion | Decision on Ho |
|---|---|---|---|---|---|---|
| Pupils' academic Performance | Male | 61.79 | 3.70 | 0.000 | Significant Difference | Rejected |
|  | Female | 58.30 |  |  |  |  |

Using the independent sample T-test at 0.05 level of significance, the null hypothesis of no significant difference in the level of pupils' academic performance between male pupils and female pupils was rejected as shown in table 6. The mean success of male pupils was rated Good with a mean of 61.79 while the mean success of female pupils was rated fair with the mean of 58.30. Girls in rural areas play an important role in their families regarding the household activities such as child care, taking very active part in the survival needs of the family as some children are found loitering at the beach helping with agricultural tasks activities.

**Table 6: Significant Relationship between the extent of Parenting styles and pupils' academic Performance**

| Variables correlated | R value | Sig. | Interpretation | Decision on Ho |
|---|---|---|---|---|
| Level of Parenting styles vs. Level of Students' Performance | 0.13 | 0.000 | Significant correlation | Rejected |

Using the One way ANOVA, the null hypothesis of no significance relationship between the extent of parenting styles and pupils' academic performance was rejected as shown in table 5. The mean score of the extent of parenting styles was high (2.55) and the mean of pupils was satisfactory (60.85). The link between parenting styles and pupils' performance suggest that Parents were able to keep in touch with the life of their children, and to monitor success at school.

It must be noted that while there are so many factors influencing the ability of students to progress academically, the environmental influence is an importance major factor in the development of pupils' academic performance. The family background of the student however is the most important factor that affects the pupils' academic performance. This shows how important the family is to academic achievement of pupils in primary schools as well as the centrality of parents to the academic performance of pupils.

Parenting styles are meant to capture normal variations in parents' attempts to socialize children. Parenting styles can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development and parenting styles affect pupils' academic performance.

# CHAPTER FIVE
## FINDINGS, CONLUSIONS AND RECOMMENDATIONS

## FINDINGS

The following is a summary of the major findings of the study:

### Profile of respondents

#### Parents

Majority of the parents' respondents was between 31-40 (46%) and 41-50 (30%) years old. The majority were female (54%) as compared to (46%) male parents. Most of them had the level of education of ordinary level and below (94%). More than ¾ of respondents were parents only as type of school stakeholder (95%).

#### Pupils

Most of pupils-respondents had between 13-15 (77%). More than half of the pupils-respondents were male (52%) as compared to 48% of their counterparts.

### Extent of parenting styles

The overall mean of the parenting styles as perceived by the parents was good (2.55). Authoritative parenting style was ranked Good with a mean of 3.01. Items rated Very Good were: explaining to the child how the parent feels about his/her feelings and problems with 3.80, to be responsible to the children' feeling needs, treating children as an equal member of the family, respect the child's opinions and encourage him/her to express them, taking the child's needs into consideration before asking him/her good/bad behavior, encouraging the child to talk about his/her feeling and problems, considering the child's preferences when making plans for the family. Rated Good were items: Providing comfort and understanding when the child is upset, encouraging the child to freely speak his/her mind even if he/she disagrees with the parent and

explaining the reasons behind the parent expectations . Ranked Fair were items to compliment the child and providing the child with reasons for the expectations the parent has for his/her child..

The authoritarian parenting style was ranked Fair with a mean of 2.47. Rated Good were items on being striggling to try to change how the child thinks or feels about things, punishing the child by withholding emotional expressions, reminding the child that the parent is his/her parent,  remind the child that all things the parent does, he does them done for the child, punishing the child taking privileges from him/her, spanking the child when the parent do not like what he/she does or says, , pointing out the child's past behavioral problems to make sure he/she will not do them again, exploding in anger towards the child, and ignoring the child' bad behavior . Items on yelling when the parent disapproves of the child's behavior,  When the children ask why they have to do something the parent tells them that it is because he/she said so, he/she is their parent, or because that it is what he/she want ,  using criticism to make children improve his/her behavior, using treats as form of punishment with little or no justification, explaining the reasons behind the parent expectations, To openly criticize the child when his/her behavior do not meet the parent expectations,  to have warm and intimidate times together with the child were ranked Fair.

Permissive parenting style was rated Fair with 2.08. Items on ignoring the child's bad behavior, giving into the child when he/she causes a commotion about something, and disciplining the child were rated fair; spoiling the child was rated Poor.

## Level of pupils' academic performance

The pupils' marks were rated Good in general with a mean of 60.85. The very Good marks were obtained by 11.94% of the pupils-respondents, the

Good marks by 51.38%, the fair marks by 21.12%, and the poor marks by 15.57%.

## Significant difference in the level of pupils' academic performance between male pupils and female pupils

From the findings, it was revealed there is a significant difference in the level of pupils' academic performance between male pupils and female pupils: male pupils perform better than female pupils.

## Significant relationship between the extent of parenting styles and pupils' academic performance

It was found that the extent of parenting styles was significantly correlated with the level of pupils' academic performance. The link between parenting styles and pupils' academic performance suggest that Parents were able to keep in touch with the life of their children, and to monitor success at school.

## Conclusions

Based on the findings of the study, the following conclusions were drawn: (1) there was a significant difference in the level of pupils' academic performance between male pupils and female pupils. (2) the extent of parenting styles and the level of pupils' academic performance were significantly correlated.

## Recommendations

Based on the findings of the study, these are recommended:
1. The parent teacher associations should be strengthened in order to facilitate teaching and learning to occur in good.

2. The Ministry of education should address to the parents to be involved in their children learning particularly those who are in rural areas and with less educational background

3. The further analysis of parenting styles should be done by researchers in order to achieve efficient and effective learning of children

4. For the future researchers to investigate these areas:
   a. Parenting styles and educational efficiency
   b. Environmental factors and students' performance

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## APPENDIX I: TRANSMITTAL LETTER

OFFICE OF THE COORDINATOR OF EDUCATION
COLLEGE OF HIGHER DEGREES AND RESEARCH,CHDR

January 30, 2012

Dear Sir/Madam,

RE: REQUEST FOR UWIZEYEYEZU MARIE THERESE MED/42588/92/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Education in Educational Management and Administration.

She is currently conducting a field research of which the title is "**Parenting Styles and Students Performance in Selected Primary Schools in Rusizi District, Rwanda.**"

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information he may need.

Any information shared with her in your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Dr.Kyolaba Sarah
**Coordinator Education, CHDR**

# APPENDIX II

## CLEARANCE FROM ETHICS COMMITTEE

Date:_____

**Candidate's data**

Name_____

Reg.#_____

Course_____

Title of

study_____

_____

**Ethical Review checklist**

**The study reviewed considered the following:**

____Physical safety of human subjects

____Psychological safety

____Emotional security

____Privacy

____Written request for author of standardized instrument

____coding of questionnaires/anonymity/confidentiality

____Permission to conduct the study

____ Informed Consent

____Citations/Authors recognized

**Results of Ethical review**

____Approved

____Conditional (to provide the Ethics committee with corrections)

____Disapproved/Resubmit Proposal

**Ethics Committee (Name and signature)**

Chairperson_____

Members_____

# APPENDIX III

## INFORMED CONSENT

In signing this document, I am giving my consent to be part of the research study of Mrs. UWIZEYEYEZU Marie Therese that will focus on parenting styles and pupils' academic performance in selected primary schools in Rusizi District, in Rwanda.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.


Initials:_____


Date:_____

# APPENDIX IV A

## Research instrument

## Profile of the respondents (Face sheet)

Put a tick ($\checkmark$) in the provided space that corresponds to the correct answer.

### A. Parents
Age:

——— 1. 20-30,

——— 2. 30-40,

——— 3. 40-50,

——— 7. 51 and above


Gender:

——— 1. Male,

——— 2. Female


Level of education

——— 1.  O Level and below,

——— 2.  $A_2$ Level,

——— 3.  $A_1$ Level,

——— 4.  $A_0$ Level,

——— 5. Master's Level and above


Type of stakeholder

——— 1.  Teacher-parent

——— 2.  Head teacher-parent

——— 2. Parent only

——— 3. Local government officer-parent


## B. Students

Age:

———— 1. 10-12,

———— 2. 13-15,

———— 3. 16-18,

———— 7. 19 and above

Gender:

———— 1. Male,

———— 2. Female

# APPENDIX IV B

## Questionnaire on parenting styles

**Direction:** Please write your rating on the space before each option which corresponds to your best choice. Kindly use the scoring system below.

| Score | Response Mode |
|-------|---------------|
| 4 | Strongly agree |
| 3 | Agree |
| 2 | Disagree |
| 1 | Strongly Disagree |

—— 1.  I am responsive to my child's feelings and needs

—— 2.  I take my child's wishes into consideration before I ask him/her good/bad behaviour

—— 3.  I explain to my child how I feel about his/her feeling and problems

—— 4.  I encourage my child to talk about his/her feelings and problems

—— 5.  I encourage my child to freely speak his/her mind even if he/she desagree with me

—— 6.  I explain the reasons behind my expectations

—— 7.  I provide comfort and understanding when my child is upset

—— 8.  I compliment my child

—— 9.  I consider my child's preferences when I make plans for the family

—— 10. I respect my child's opinion and encourage him/her to express them

—— 11. I teat my child as an equal member of the family

—— 12. I provide my child reasons for the expectations I have for him/her

—— 13. I have warm and intimidate times together with my child

—— 14. when my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want

—— 15. I punish my child by taking privileges away from him/her

———16. I yell when I disapprove of my child's behavior

———17. I explode in anger towards my child

———18. I spank my child when I don't like what he/she does or says

———19. I use criticism to make my child improve his/her behavior

———20. I use treats as a form of punishment with little or no justification

———21. I punish my child by withholding emotional expressions

———22. I openly criticize my child when his/her behavior does not meet my expectations

———23. I find myself striggling to try to change how my child thinks or feels about things

———24. I feel the need to point out my child's past behavioral problems to make sure he/she will not do them again

———25. I remind my child that I am his/her parent

———26. I remind my child of all the things I am doing I have done for him/her

———27. I find it difficult to discipline my child

———28. I give into my child when he/she causes a commotion about something

———29. I spoil my child

———30. I ignore my child's bad behavior

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# APPENDIX IV C

# THE LEVEL OF PUPILS' ACADEMIC PERFORMANCE

| N° | NAMES OF STUDENTS | Gender | MARK/100 |
|----|-------------------|--------|----------|
| **A. Very Good** | | | |
| 1 | ABAYISENGA ALINE | F | 85.5 |
| 2 | UWIMBABAZI ALICE | F | 83.5 |
| 3 | HAGUMIMANA LAMBERT | M | 83.5 |
| 4 | UWIRINGIYIMANA SALLAH | M | 83 |
| 5 | UWIRINGIYIMANA SOLINE | F | 82 |
| 6 | UWUMUHOZA JEANNE D'ARC | F | 81.5 |
| 7 | UWITONZE ANISET | M | 81.5 |
| 8 | UWUMUKIZA CENDRINE | F | 81 |
| 9 | UWUMUKIZA CENDRINE | F | 81 |
| 10 | IRADUKUNDA SOLANGE | F | 81 |
| 11 | IRADUKUNDA JOSIANE | F | 81 |
| 12 | ISHIMWE CLAUDE | M | 80 |
| 13 | ISHIMWE ALFRED | M | 80 |
| | | | **Mean =81.88** |
| **B. Good** | | | |
| 1 | DUSENDIMANA JEAN | M | 79 |
| 2 | DUSHIMIMANA FASILE | M | 78.5 |
| 3 | HABINEZA EZECHIAS | M | 76 |
| 4 | HABAGUHIRWA FELIX | M | 76 |
| 5 | DUSINGIZIMANA MAURICE | M | 76 |
| 6 | HABINGABIRE EMERINE | F | 75 |
| 7 | CYIZA JEAN DAMASCENE | M | 75 |
| 8 | BAHUFITE ELIE | M | 75 |
| 9 | ASANTE AIME LILIANE | F | 75 |
| 10 | AKARIKUMUTIMA ERIC | M | 75 |
| 11 | BUKURU ATHANASE | M | 74 |
| 12 | BIRUTAKWINGINGA OREST | M | 74 |
| 13 | BIRIRIMANA ADOLPHE | M | 74 |
| 14 | BIGIRIMANA CLAUDE | M | 74 |
| 15 | BATAMURIZA DIVINE | F | 74 |
| 16 | BYIRINGIRO PIERRE | M | 73.5 |
| 17 | ITANGISHAKA JOSIANE | F | 73 |
| 18 | ITANGISHAKA JACQUES | M | 73 |
| 19 | ISHIMWE OREST | M | 73 |
| 20 | BYUKUSENGE JOSIANE | F | 73 |
| 21 | BYUKUSENGE JOSIANE | F | 73 |
| 22 | IYAMUREMYE JEAN BERCHIMAS | M | 72 |
| 23 | ITANGISHAKA MANASSE | M | 72 |
| 24 | IZABAYO BIENFAIT | M | 71 |
| 25 | IZIBIKWIYE ANGELUS | M | 70 |
| 26 | IZABAYO EZECHIEL | M | 70 |
| 27 | KWIZERA DAMASCENE | M | 69 |
| 28 | KIREZI ALINE | F | 69 |
| 29 | KABIBU ELIEZAR | M | 69 |
| 30 | KWIZERA MOISE | M | 68 |
| 31 | MUCUNGUZI JOSIANE | F | 67 |
| 32 | MBARUSHIMANA RICHARD | M | 67 |
| 33 | MANIRABONA COSMA | M | 67 |
| 34 | MUJAWAYEZU DARIA | F | 66.5 |
| 35 | MUHIRE THEOGENE | M | 66.5 |
| 36 | MUKASUSENGE SOLANGE | F | 66 |
| 37 | MUKANTWARI DELPHINE | F | 66 |
| 38 | MUKANDAYISENGA JULIENNE | F | 66 |
| 39 | MUKADUSHIME CENDRINE | F | 66 |
| 40 | MUKADUSENGE RACHEL | F | 66 |

| 41 | MUKADUSENGE DEVOTHE | F | 66 |
|----|---------------------|---|-----|
| 42 | NGIRIMANA EMMANUEL | M | 65 |
| 43 | NDAYISHIMIYE MAURICE | M | 65 |
| 44 | NAYIHIKI VALENS | M | 65 |
| 45 | NAHAYO MOISE | M | 65 |
| 46 | MUTONI GRACE | F | 65 |
| 47 | MUTESIWASE ANITA | F | 65 |
| 48 | MUREKATETE VIRGINIE | F | 65 |
| 49 | NIYIBIZI JACKSON | M | 64 |
| 50 | NISHIMWE DAVID | M | 64 |
| 51 | NIYMPAGARITSE PACIFIQUE | M | 63 |
| 52 | NIYIGENA EGIDE | M | 63 |
| 53 | NIYOGISUBIZO JEANNE | F | 62.5 |
| 54 | NIYOGUSHIMWA FRANCINE | F | 62 |
| 55 | NIYOMUKIZA DIVINE | F | 61 |
| 56 | NIYOMUGISHA | F | 61 |
| | | | **Mean= 69.36** |

| **C. Fair** | | | |
|----|---------------------|---|-----|
| 1 | NIYONKURU MAURICE | M | 59 |
| 2 | NIYONKURU DONATHE | F | 59 |
| 3 | NIYONKURU SAFARI | M | 58.5 |
| 4 | NIYONSENGA JEANNE D'ARC | F | 56 |
| 5 | NIZEYIMENA JEAN DE DIEU | M | 55 |
| 6 | NSENGIYUMVA | M | 52.5 |
| 7 | NSHIMIYIMANA DEOGRATIAS | M | 52 |
| 8 | NSHIMIYIMANA JEANNETTE | F | 51.5 |
| 9 | NYIRAHIRWA ALPHONSINE | F | 51 |
| 10 | NYIRAHABIMANA OLIVE | F | 51 |
| 11 | NYIRAMWIZA SOPHIE | F | 48 |
| 12 | NYIRAMWIZA ALIVERA | F | 48 |
| 13 | NYIRANDAYISHIMIYE AGATHE | F | 47 |
| 14 | NYIRANSABIMANA NOELLA | F | 44 |
| 15 | NYIRANGIRINSHUTI LOUISE | F | 44 |
| 16 | NYIRANEZA JUDITH | F | 44 |
| 17 | NYIRASINAMENYE MARIE | F | 43 |
| 18 | NYIRASHYIRAMBERE ENATHE | F | 43 |
| 19 | TUYISENGE JEAN BAPTIST | M | 42 |
| 20 | TUYISENGE DONATHE | F | 42 |
| 21 | NZACAHAYO | M | 42 |
| 22 | TUYISHIME THEOGENE | M | 41 |
| 23 | TWAHIRWA LEONARD | M | 40 |
| | | | **Mean= 48.41** |

| **A. Poor** | | | |
|----|---------------------|---|-----|
| 1 | UHORANANAYO DAMASCENE | M | 39 |
| 2 | UWAMAHORO JEANINNE | F | 38 |
| 3 | UWAMAHORO NADINE | F | 37 |
| 4 | UWIMANA CLAUDINE | F | 36 |
| 5 | UWIMANA CENDRINE | F | 36 |
| 6 | UWAMAHORO RUSSE | F | 36 |
| 7 | HAKIZIMANA NESTOR | M | 35 |
| 8 | HAKIZIMANA ECIC | M | 35 |
| 9 | IGIRANNEZA JEAN D'AMOUR | M | 34 |
| 10 | INGABIRE ANGELIQUE | F | 33.5 |
| 11 | IRADUKUNDA ALINE | F | 32.5 |
| 12 | UWUMUKIZA JACQUELINE | F | 32 |
| 13 | IRADUKUNDA ERIC | M | 32 |
| 14 | ZUBENDA ADRIENNE | F | 32 |
| 15 | IRADUKUNDA CAPITAINE | M | 32 |
| 16 | UZAMUSHAKA PATRICIE | F | 30 |
| 17 | YUMVAGUSENGA JOSIANE | F | 28 |
| | | | **Mean=33.67** |
| | **TOTAL MEAN** | | **60.85** |
| | **Std. Deviation** | | **16.45** |
| | **Interpretation** | | **Good** |

# APPENDIX V

## PROPOSED BUDGET

| Category | Amount in USD |
|---|---|
| 1. Travel Cost | 200 |
| 2. Allowance for Research Assistants | 170 |
| 3. Stationary | 180 |
| 4. Secretarial Services | 150 |
| 5. Data Treatment and Analysis (Statistician's Fee) | 100 |
| 6. production of Research Report | 150 |
| **TOTAL** | **950** |

# APPENDIX VI

## TIME FRAME

| Month / Activity | Aug 2011 | Nov 2011 | Dec 2011 | Jan 2012 | Feb 2012 | Mar 2012 | Apr 2012 | May 2012 |
|---|---|---|---|---|---|---|---|---|
| 1.Conceptual Phase | X | | | | | | | |
| 2.Chapter 1 | | X | | | | | | |
| 3.Design & Planning Phase | | | X | | | | | |
| 4. Chapter 2-3 | | | | X | | | | |
| 5.Dissertation Proposal | | | | | X | | | |
| 6. Empirical Phase | | | | | | X | | |
| 7.Data Collection | | | | | | X | | |
| 8. Analytic Phase | | | | | | X | | |
| 9.Chapter 4-5 | | | | | | | X | |
| 10.Journal Article | | | | | | | X | |
| 11.Dissemination Phase | | | | | | | X | |
| 12.Viva Voce | | | | | | | | X |
| 13. Revision | | | | | | | | X |
| 14.Final Book Bound Copy | | | | | | | | X |
| 15. Clearance | | | | | | | | X |

# RESEARCHER'S CURRICULUM VITAE

## Personal Profile

Name: UWIZEYEYEZU Marie Therese

Father: HABIYAMBERE Edouard

Mother: NYIRANSABABERA Verene

Date of birth: 01/01/1979

Place of birth: Gitambi sector, Rusizi district, Western province in Rwanda

Place of residence: Muganza sector, Rusizi district, Western province in Rwanda

Nationality: Rwandan

Marital status: Married

## Educational Background

2010-2012: master's studies at Kampala International University (KIU)

2002-2007: Bachelor's studies at national University of Rwanda (NUR)

1993-1999: Secondary studies at Ecole secondaire s[t] François de Shangi

1986-1993: Primary studies at Mukimbagiro Primary school

## Work Experience

1999-2002: Primary teacher at Mukimbagiro primary school

2008: head teacher of College Inyange

2009-2012: head teacher of G.S St Benoit Hangabashi

## Other Relevant Data

## Spoken languages

Kinyarwanda

English
French

I certify that the above information is true
UWIZEYEYEZU Marie Therese